**K-5 Math Lesson Plan**

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| **Teacher:**  **Raynor** | | | **Grade: 3** | | | **Date(s)**: Day 4 |
| **Unit Title: Planning a Family Reunion** | | | | **Corresponding Unit Task: Concurrent to Task 2** | | |
| **Essential Question(s): How does place value understanding help me round to benchmark numbers?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** | | **Student:**  **Hundreds Chart**  **Thousands Chart** | | | **Round**  **Estimate**  **Benchmark Number** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  x  1. Make sense of problems and persevere in solving them.  x 2. Reason abstractly and quantitatively.  x 3. Construct viable arguments and critique the reasoning of others.  x 4. Model with mathematics.  x 5. Use appropriate tools strategically.  6. Attend to precision.  x 7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 3.NB.1** | | | | | |
| **I Can Statement(s): I can use place value to help me round to benchmark numbers.** | | | | | |
| **Activating Strategy/Hook:** **You have $179 and you need to figure out if it is closer to 100 or 200. How do you know?** | | | | | |
| **Teacher Directed:/Guided Practice:**  **1. Task 2**  **2. Teacher leads discussion of hook question. Teacher introduces 1000s chart and asks “How could you use this to help you round to the nearest 100? Students respond and Teacher records answers on board. Teacher explicitly teaches rounding using 1000s chart, including that it’s 50 or more, you have to round up. Teacher teaches alternate ways to round (rounding rainbow and number line) and reminds that your answer will always be a hundred.** | | | | | |
| **Independent Practice: Rounding Game (pinterest)** | | | | | |
| **Closing/Summarizing Strategy: Journal: how would you figure out what to round 623 to? Use numbers, words, or pictures.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| **Round to 1000** | | | **Circle and Draw Arrow** | | | **Partner to discuss, answer orally** |
| **Assessment(s):**  **Worksheet** | | | | | | |